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## Approaches and Strategies in Teaching Philippine Literature Employed by Instructors

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### *Abstract*

This study evaluates the approaches and strategies employed by Bukidnon State University instructors in teaching Philippine Literature. The study is anchored on the concept that successful literature teaching requires the use of different approaches and classroom activities or strategies. The results of the study revealed that instructors preferred personal-response approach and paraphrastic approach in the teaching of Philippine Literature. The study further showed that the strategies instructors used are varied but only catered to the approaches favored. One finding also showed that the language-based approach is seldom employed by the instructors although some of them often start the lesson with word definitions.

**Keywords:** Personal-response approach, paraphrastic approach, language-based approach

### *Introduction*

Teachers aspire to have all of their students learn. They find ways to make sure that their students' time with them will not be wasted. Teachers desire to teach prompt them to look for approaches and strategies which will best fit their lessons from motivation to evaluation. However, some teachers find it hard to fit their approaches to the variety of teaching strategies. On one hand, teachers need to understand the learning styles of their students for them to be able to match their teaching approach to that of the students' approach in learning. On the other hand, the teachers also need to understand that their teaching approaches should also match their teaching strategies, which we will refer to as classroom activities in this study.

One of the many issues literature teachers face today is in the use of approach in teaching literary pieces. It has been observed that instructors of Philippine Literature in Bukidnon State University (BSU) are using one common traditional approach in teaching, the Read-and-Discuss approach which focuses more on the personal responses of the students. A

mismatch between the approach and strategies used by Philippine Literature instructors can be observed in literature classes. For example, a teacher wants to emphasize the social or moral issues embedded in the text but uses more language activities instead. Another observation is on the students' dislike or disinterest in their literature classes including Philippine Literature class. Students' dislike could be a result of the approach the teacher used in class or perhaps the strategies employed by the teachers are not that creative. The link among and between these approaches, strategies and students' interest is imperative for students to understand and appreciate literature.

The observations mentioned above prompted the researcher to conduct the study. It would be of great value and interest if one knows the approaches and strategies used by Philippine literature instructors. The success of the teaching and learning process depends mostly on what goes on between the people inside the classroom. Since the ultimate goal of education is to make students learn,

it is, therefore imperative that the teaching approaches and strategies should serve this purpose.

### *Conceptual Framework*

This study is anchored on the concept that literature teaching should incorporate the teaching of culture and language and should improve the critical thinking skills of students by using varied literature teaching approaches and strategies (Capello 2011). Literary texts according to Capello can be used to help readers understand other cultures and at the same time help develop the language competence of the reader. This is confirmed by Sullivan (1991) who claims that literature is an agent for teaching students to learn and appreciate the culture of other people. Literature is also a vehicle for students to learn and develop a particular language. Literature helps readers value culture while expanding their horizon. If taught effectively, literature helps build vocabulary, helps improve writing skills and also develops critical thinking skills.

There are several ways to teach literature to students that will help develop their cognitive, as well as affective skills and at the same time help improve their performance in using a language. Carter and Long (1991) presented different approaches in teaching literature that involve the cognitive and affective aspects of learning. One approach is the language-based approach. This approach focuses on language learning through literary texts. Students in this approach are exposed to literary texts that use the target language to be learnt. Another approach is the paraphrastic approach that deals with the apparent meaning of the text. For students to understand especially the difficult words in the text, the teacher can use simple words. Information-based approach is another one. This approach involves the teaching of literature concepts. Students in this approach are expected to make use of literature knowledge in their reading and writing of literature. Personal-response approach is a

different approach. This approach focuses on the responses of the students to the text. The students in this approach are encouraged to read by making connections with the meaning of the text. Last is the moral-philosophical approach. This is an approach that includes the teaching of moral values. Students discover moral values while reading the literary text.

The understanding and appreciation of literature are both important in the learning of literature. Aside from this, understanding the language used in the literary texts is also important. In learning Philippine Literature, for example, it is critical that students don't just regard the literary pieces as ordinary reading texts, but students should understand the underlying principle of learning these literary texts. Also, students need to understand the language used in the literary texts for them to be able to understand better these texts as well as develop language competence. For instance, one lesson can be taught by incorporating language and literature activities as well as activities to help students understand different cultures.

Davis and Florian (2004) asserts that a combination of approaches is more effective in facilitating positive social, emotional and behavioral outcomes of a learner than using a single approach. In addition, the use of integrated approaches according to Corpuz and Salandanan (2007) is more efficient than using each approach in different settings. Also, Pieper (2006) postulates that a balance between the canonical and learner-centered approaches will allow students to learn and enjoy literature.

Rashid (2009) asserts that the teacher's choice of an approach will influence the strategies the teacher will use. Arends (2001) states that a particular strategy can affect students' motivation to learn. If the objective of teaching literature is to help students appreciate literary concepts and pieces as much as to help develop the literary and language competence of the students, the approaches and strategies should fit together.

*Review of Literature*

The aim of education is to develop an individual holistically. Aquino (2003) mentions that developing an individual's cognitive, affective and psychomotor skills should be the focus of any educational institution. In teaching literature subjects, for example, a teacher should not only concentrate on developing the affective ability of the students, but also the cognitive and psychomotor skills. The teacher's choice of the approach will assure that the student's holistic development is achieved. Providing opportunities for a literature student to learn not only the language of other people, but also the lives of other people is important. And this can be done if teachers will use varied teaching approaches.

A teaching approach according to Salandanan (2005) is a "procedure that employs a variety of strategies to access better understanding and effective learning." In the context of this study, a teaching approach is specifically defined as the framework used by the teacher to deliver the activities in the Literature class.

There are three most common approaches to teaching literature according to Carter and Long as cited by Ghazali (2009). One is the cultural approach that aims at developing the linguistic and experiential knowledge of the students through understanding the socio-cultural aspects of the text. Literary texts in this approach are considered as a cultural artifact that students could use in developing their literary skills. Another approach is the personal growth approach which encourages students to give their opinions based on their experiences and based on the text. The literary texts are used as a stimulus for personal growth activities. The strategies that suit best this approach are those activities that involve cooperation among group members. The third approach is the language-based approach which enables students to use and study literary text in a systematic and methodical way. The text in this approach is used as a means of analyzing

grammar and structure of the language. In this approach, the strategies used for language teaching is most appropriate.

Salandanan (2005) stresses that for learning to be effective, an approach should incorporate different strategies. "It is a short-ranged way applied in education and is resorted to on a day when the topic to be studied lends best to a planned "tactic"" (Salandanan, 2005). Strategies or teaching strategies in this study are the specific set of activities that helped carried out the framework used or followed by the Literature teacher.

Hwang and Embi (2007) say that an approach is reflected in the strategies used. Further, the plans or activities according to them should motivate students to learn. In BSU, the use of approaches and strategies to teaching Philippine Literature is geared towards the student's awareness and understanding of the artistic elements and the culture of the different Philippine literary texts. In fact, the core values of peace and education have been incorporated in the course to ascertain that students will have the thematic and intercultural knowledge after taking the course. In addition, to determine that students will not be denied in the development of their cognitive skills, instructors are encouraged to utilize approaches and strategies that will help develop students' critical thinking skills. The use of many approaches and strategies is paramount since the course design leads to the different levels of complexity that call for the use of both cognitive and affective skills of the students. However, since most students are not literary ready, instructors deliver their lessons by touching only the affective skills of the students. The question, how far the approaches of the teacher help students develop their affective and cognitive skills, is very crucial.

Research has shown that the use of both cognitive and affective strategies in teaching is most effective in student's learning. Aquino (2003) cites different researchers who use cognitive strategies in the classroom. Among the strategies mentioned are using graphic organizers, brainstorming, predicting, summariz-

ing, clarifying, withholding judgment, ordering sequence of events, categorizing, and others. Aquino further states that scaffolding and modeling are important roles a teacher should utilize in the development of student's cognitive skills.

Tooman (2000) mentions some affective strategies. Among the affective strategies used in literature classroom are the following: role-playing, simulations, journaling, reaction paper, reflection paper, process checks, sensory-based learning activities, drawing, singing, use of symbols, memory and imagination exercise, improvisation, field trips, storytelling, and educational biographies.

Specific to the approaches in teaching literature, Hwang and Embi (2007) mentioned some of the activities. For language-based approach, the activities include prediction, cloze, ranking tasks, role play, poetry recital, forum, debate and discussions. These activities are all student-centered. Activities that are teacher-centered on the other hand are lectures, explanation, reading of notes and criticism provided in workbooks or by the teacher. The teacher-centered activities are under the information-based approach. Teacher re-telling the story or a poem using simpler language, use of translation using other mother tongues and reading paraphrased versions or notes provided in the workbook or by the teacher are activities that can be used for paraphrastic approach.

Regarding varied approaches and strategies to literature teaching, Wang (2009) stated that many of the 162 non-English major university students in Taiwan found an integrated approach to teaching literature beneficial. The study of Al-Marooqui (2012) produced a similar result.

Kellem's (2009) study on the use of reader-response approach combined with a stylistics approach suggested that the integrated approach to teaching literature should be observed. The study showed that it was effective for literature studies at advanced English for Foreign Language levels. It is within the context mentioned above that this research found its place.

### *Research Problem*

This study sought to get a general overview of the approaches and strategies employed by Philippine Literature instructors. The study aimed to answer the following questions:

1. What approaches are employed by instructors in teaching Philippine Literature?
2. What strategies are employed by the instructors in teaching Philippine Literature considering the teaching approaches?
3. What are the students' perceptions as to the teaching approaches and strategies employed by their Philippine Literature instructor?

### *Significance of the Study*

The investigation of the approaches and strategies used by instructors in teaching Philippine Literature would give a significant contribution to the attainment of quality teaching and learning.

Specifically, it will benefit the instructors to have a basis for assessing the strengths and weaknesses of the approaches and strategies they are using in teaching Philippine Literature. Second, the instructors will have a foundation for using the approaches and strategies in the most effective way. Also, the result of the study will be a basis in designing a resource teaching material in Philippine Literature implementing specific classroom activities in relation to the practical approaches and strategies. The result of the study will also benefit the students to be able to understand the teaching approaches and strategies used by their Philippine Literature instructors. The curriculum designers will also benefit from the result of the study. It will be a basis for them to redesign the Philippine Literature syllabus. Finally, the result of the study will also benefit the administration to have a basis for planning in-service trainings for Philippine Literature teachers in relation to the appropriate use of teaching approaches and strategies.

### *Research design*

The study is a descriptive study where both quantitative and qualitative data are collected and analyzed. The study used triangulation whereby interview, questionnaire, and classroom observation were used to answer the research questions.

This study was limited to the approaches and strategies in teaching Philippine Literature employed by six instructors of Bukidnon State University who were handling more than one Philippine Literature class during the second semester of the academic year 2011-2012. Fifty percent of the total population of Philippine Literature students was also used as participants of the study. The consent of the instructors and the students who served as participants were sought through a formal written letter noted and signed by the Language and Letters department chairperson.

The five approaches in teaching literature by Carter and Long (1991) based on their three models in teaching literature were used. The approaches are the language-based, paraphrastic, information-based, personal response, and moral-philosophical approaches.

Data collection and information were based on a questionnaire modified by the researcher. The questionnaire served as the primary instrument and classroom observation and semi-structured interview as secondary instruments. Further, only one class session per instructor was observed, and the interview sessions for each instructor did not last for 30 minutes due to time constraints.

### *Participants of the Study*

All the instructors who taught Philippine Literature in the second semester of the academic year 2011-2012 were purposively taken as participants of the study since there are only few instructors handling Philippine Literature classes. Another group of participants were 50% total population of all students taking Philippine Literature in the second semester

of the same academic year. The student participants were randomly selected from the many Philippine Literature classes of the six teachers. All the participants were informed of the purpose of the study through written and verbal communication before they were formally taken in as respondents.

### *Research Instruments*

The two sets of questionnaires were adapted and modified from Hwang and Embi (2007). The first questionnaire was distributed to the teachers who taught Philippine Literature. This questionnaire consists of Yes-No items followed by 'why' question items and one open-ended question item which allowed participants to express their opinion and suggestions on matters related to the research topic. Another set of questionnaire was distributed to the students of the teacher respondents to get their feedback on the approaches and strategies employed by the teacher. This survey material contains open-ended questions that are based on the teacher-participants' questionnaire. Part I open-ended question is "What other teaching approaches do you use in your Philippine Literature class?" Part II open-ended question is "What other teaching strategies do you use in your Philippine Literature class?"

A checklist adapted from Rashid, Vethamani and Rahman (2010) was used during the class observations. The checklist has seven columns that documented the literature teaching approaches and strategies used and how often the approaches and strategies were used. The checklist was then summarized, compared and interpreted to identify the primary approach and strategies utilized by each teacher.

To verify the responses classroom observations were conducted and semi-structured interviews were also done. The classroom observations helped in the analysis of the data coming from the results of the two questionnaires. The information from the classes observed as well as from the interview conducted allowed the researcher to describe

specifically in the discussion part of the paper the approaches and strategies used by the instructors.

*Data Analysis and Procedures*

Both quantitative and qualitative data analyzes were used. For the quantitative data, descriptive statistical analysis was used. Classroom observation field notes were compiled, and each of the observation was summarized and compared to draw appropriate conclusions and interpretations. The interview transcripts were also summarized and quoted to strengthen the basis of discussion.

*Results and Discussions*

Data showed that out of the five literature teaching approaches indicated in the questionnaire, and the language-based approach is seldom used by the instructors while personal response and paraphrastic approaches are nearly always employed by the instructors. Table 1 below shows the rank of approaches according to the frequency of their use.

Approaches	Rank	Qualitative Description
Paraphrastic Approach (PA)	1	Nearly Always
Personal-Response Approach (PRA)	1	Nearly Always
Information-Based Approach (IBA)	2	Often
Moral-Philosophical Approach (MPA)	2	Often
Language-Based Approach (LBA)	3	Seldom

Creating language awareness among literature students is not the primary concern of the literature teachers as mentioned by the instructors in the interview. According to them, although they nearly always use paraphrase or let students paraphrase lines from the text, they do not really intend to teach them the language structure. The teachers only want to simplify the texts so that students will quickly understand the texts. One teacher said, *“I do not use language-based approach (LBA) because this*

*is not a Language class.”* Another teacher said, *“If I use language-based approach, the more the students find the class boring, and I don’t want to bore my class because it will add to their dislike of literature.”* For most teachers interviewed, their primary concern is to make students be interested in their literature class by simplifying the language or the words of the text through paraphrasing or re-telling the text. Simplifying the text can help students quickly make personal connections with the material.

While some teachers choose “No” as to whether they use LBA, it was observed during their class that they let the students identify new or difficult words from the text. It was also observed that teachers let the students define or give the meaning of these words. In fact, the teachers allocated almost 10 to 15 minutes for this kind of activity.

It was also observed that all teachers used the information-based approach (IBA). Some used it before reading the text while others used it after reading the text. The giving and, or asking of information about the text are given a little attention by most teachers. As mentioned by these teachers during the interview, IBA is given a little emphasis because students are assumed to have already learned this before they enter the class. But based on the classroom observation, one teacher emphasized the literary conventions needed for the students to understand the text. This teacher gave considerable input on the elements focused on the text before the students were asked about their understanding of the text. According to the teacher, many of her students have no idea about the basic elements of literature that when asked what they understand about a particular part, her students could not answer. That is her main reason IBA is given importance in her class.

In comparison to the approaches always employed by the teachers, moral-philosophical approach (MPA) is only 4th in rank. The result means that teachers prefer to use the other approaches, although they also employ strategies/classroom activities under this approach. When asked why they don’t always

use this approach, teachers' answers point to the appropriateness of the text. For them, there are texts that do not emphasize the moral values, but when texts contain moral values, they employ the MPA.

Table 2 presents the strategies/classroom activities employed by Philippine Literature instructors. From the table, it is seen that the strategy/classroom activity, "I guide students to relate the themes to personal experiences." got the highest mean. This result supports the ranking of the approaches found in Table 1. The result means that the teachers' use of the strategy/classroom activity is appropriate to the personal-response approach they use in class. However, one data from Table 2 does not support the finding from the data shown in Table 1. The strategy/classroom activity, "I provide a written paraphrased version as complementary reading text" has the lowest mean in contrast to the paraphrastic approach often used by the instructors as shown in Table

1. The result is interesting to note since this implies that although instructors often use PA, they do not necessarily paraphrase the text for the students to read, nor solely rely on the paraphrased version of the text. Instructors' way of using the PA is through re-telling the text to the students and explaining to them the text using simple words as items 12 and 13 have shown.

Items 5 and 6 in the same table demonstrate that strategies/classroom activities geared towards language teaching are seldom used by the instructors as these received the second lowest mean and the second to the last rank. This finding is well supported by the finding shown in Table 1 which tells us that the LBA is ranked lowest by the instructors when it comes to its frequency of use. Teachers noted that Philippine Literature students already have subjects that teach them the language part of their literature lessons that is why they don't need to emphasize the word part of their lesson.

Table 2. Strategies/Classroom Activities Employed by Philippine Literature

STRATEGIES	MEAN	Rank
1. I guide students to infer meanings from clues in the text.	2.83	8
2. I guide students to read between lines	2.83	8
3. I ask students to make predictions about what will happen next at key points of a story.	3.33	5
4. I guide students to express opinion towards a text.	3.50	4
5. I set simple language activities in my lessons.	2.33	11
6. I generate language practice using the text.	2.33	11
7. I use literary texts solely for small 'I'	1.83	12
8. I provide a written paraphrased version as complementary reading text.	1.83	12
9. I teach solely using a paraphrased version of the text.	2.33	11
10. I guide students to paraphrase the text.	2.67	9
11. I explain figurative and ambiguous language used in simple words.	2.83	8
12. I use simple terms to explain what the story is about to students.	3.17	6
13. I re-tell the text to students to help them understand	2.83	8
14. I guide students to identify and read informative extracts in the story.	2.50	10
15. I provide specific details about the literary elements found in the text.	2.83	8
16. I elicit information from students about the text.	3.33	5
17. I explain the main content of the text to the class.	3.00	7
18. I provide students with background information	3.17	6
19. I ask questions to check students' knowledge based on what they have read.	3.50	4
20. I guide students to relate the themes to personal experiences.	3.83	1
21. I ask students to compare the text to any text they have read earlier.	3.33	5
22. I elicit students' response to a text.	3.67	2
23. I encourage students to express feeling towards the issues raised in the text.	3.50	3
24. I incorporate moral values in the lessons.	3.17	6
25. I tell students directly the moral values found in the text.	2.83	8
26. I Ask students the values they learn from the text.	3.33	5
27. I guide students to search moral values from a text.	3.17	6
28. I raise students' awareness of values derived from the text.	3.17	6

As earlier discussed, instructors have observed that using language activities in their literature class often led to students' dislike of the class. One of the teachers even said, "*When language part is incorporated in our class, students are so quiet. So, I better not include language activities.*" Arends (2001) and Hwang and Embi (2007) mention that the strategies teachers use in their class have a big impact on the students interest of the class. This idea leads us to an interesting question whether it is more important to cater to students' interest or to see to it that language should be incorporated in their literature class. But, as Pieper (2006) postulates, if one would like to get the interest of the students in the class, there should be a balance between the canonical and learner-centered approach.

Other strategies/classroom activities are sometimes used if not often or seldom employed by the participants as shown in the table. The strategies/classroom activities that teachers employ depend on the literary text used or focused in the class as observed by the researcher during the actual teaching of the teacher respondents. Carter and Long as cited by Ghazali (2009) show that the different approaches in teaching literature are appropriate for some types of text only. Although instructors would like to incorporate various strategies/classroom activities, they would still have to depend on the text focused on the lesson. Also, text selection is an important aspect in the planning of the lesson.

Students' perceptions on the approaches and strategies employed by their teachers are grouped according to the following: A) Perceptions on the approaches employed by Philippine Literature instructors, and B) Perceptions on the strategies employed by Philippine Literature instructors. The perceptions are quoted verbatim from the participants, but not all perceptions are included since some are repeated and others do not reflect the approaches and strategies used by their instructors (Appendix C).

A) Students' perceptions on the approaches employed by Philippine Literature instructors

Based on the students' perceptions, the MPA is predominantly used by the instructors. For instance, the perceptions in Frame 1 are reflective of the moral-philosophical approach. The approach according to Rosli as cited by Rashid et al. (2010) "seeks to find the worthiness of moral and philosophical considerations behind one's reading" (p90). The classroom observations also revealed similar findings. Almost all of the classroom activities done included a discussion on the moral side of the text read. Specifically, the question, "what values can you get from the short story" is often asked from the students.

Although the findings revealed that MPA is predominantly used but is not nearly always used, the students were still able to remember how their instructor focused on the moral side of the story. As also observed, many students participated in the discussion whenever the questions point to the moral or lesson one can get from the stories. Perhaps this is because one can easily relate to the literary text read.

Frame 1

- "*He prioritize the values that can be found in the text*"
- "*Our teacher always tells us the moral values about our topic*"
- "*Morals are given in the end*"

We can also see from the perceptions that PA is also used by the instructors. Students' perceptions pointed toward the instructor's use of the approach. For instance, "*we use our own language*" and "*The teacher translates the story*" are feedbacks relating to the use of paraphrastic approach. The perceptions support the result shown in Table 1 that paraphrastic approach is nearly always used by the instructors. During the classroom observation, one teacher occasionally used the vernacular whenever students asked the meaning of some parts of the literary text. Somehow, this was

mostly evident when a poem is used as the literary text. This observation implies that students find poetry difficult to understand compared to the other literary genres.

#### Frame 2

- *“He did his best to improve us and encourage us to know other’s languages”*
- *“we use the LBA when we tackled about short stories”*
- *“They teach us on how to specify meanings.”*

Another common approach seen by the students is LBA as echoed by the students’ perceptions as shown in Frame 2. One observed class showed how the instructor incorporated the language-based approach in the classroom. In the teacher’s presentation, before students were asked to read the short story, the teacher presented difficult words and asked the students if they know the word. After understanding the meaning of the difficult words, the students were then asked to use the words in their own sentences. Somehow, only very few students participated in that part of the lesson. The perceptions on the use of LBA backed-up the result of the class observation and also support the result from the questionnaire reflected in Table 1. LBA is used but not as always as the other approaches. This could be attributed to the reason as mentioned in the interview with the instructor that most students find it tedious whenever lessons related to language learning is combined with literary text readings. Since students are passive in this part of the teacher’s presentation, teachers tend to do away with this approach.

One can denote from the perceptions that the instructors do use varied approaches in teaching their Philippine Literature class. However, it can be implied that they do not use it sparingly.

B) Students’ perceptions on the strategies employed by Philippine Literature instructors

The overall perceptions showed that most of the strategies used were reflections of the PRA (Appendix C). Some of the perceptions are shown in Frame 3.

#### Frame 3

- *“She let us write an essay about what have we learned in that topic”*
- *“We are asked to express our feelings after reading the story”*
- *“We give our positive and negative opinions”.*

Most of the observed classes had writing activities requiring the students to write their reflection of the text read. This observation exhibited the importance of pursuing the affective part of the students’ development. Tooman (2000) indicated that reflection paper or reaction paper is a good affective strategy in teaching literature.

Although the perceptions on teaching strategies showed a different outcome as indicated in the perceptions on teaching approaches, still the difference in Part A and part B perceptions still supports the result of the questionnaire reflecting the approach as well as the strategies suited for PRA. The comments in Part A showed that MPA is predominantly used while the perceptions in Part B for the strategies showed otherwise. Perhaps, this means that some instructors are not aware of the specific strategies suited for the approach that they would like to use. With regards to the perceptions on the use of strategies under MPA, these could mean that aside from PRA and PA, MPA was also used by the instructors but not nearly always.

#### Frame 4

- *“Identify those difficult words and give meaning to it.”*

Another important information is on the use of LBA. Although the language is also given importance by the instructors, their strategies do not vary – they use LBA mostly to get the meaning of the ambiguous words (Frame 4). As earlier presented, LBA is seldom utilized by the instructors since language is not the focus in literature class. Since raising language awareness is seldom done in literature classes, students somehow also find language activities

not interesting. This is not surprising as evident in Table 2, item number 6 “*I generate language practice using the text*” is ranked second to the last by the respondents.

#### Frame 5

- “*Our teacher taught us how to pronounce difficult words*”.

One feedback that is noteworthy is shown in Frame 5 above. One aspect in the language-based approach is not only on understanding the target language but also using the target language (Hwang and Embi, 2007). One teaching strategy related to LBA according to Lazar as cited by Hwang and Embi (2007) is poetry recital. Although the perception shown in Frame 5 is not observed by the researcher, it could be deduced that students were asked to read lines in the class and were corrected whenever a word is mispronounced. This tells us that in some way, instructors do use LBA in their Philippine Literature class.

#### Conclusions and Implications

From the results, the following conclusions are given: 1) The paraphrastic and personal-response approaches were nearly always used by the instructors, while information-based and moral-philosophical approaches were often used, and the language-based approach is seldom employed by the instructors. Although the instructors are using different approaches, they are mostly catering to the affective development of the students, hence, the need to use always the approaches that will help improve students’ cognitive skills. 2) The instructors are using varied strategies although the strategies used favored mostly the personal-response approach, hence the need to incorporate other strategies in line with the other approaches. 3) Students’ perceptions reflect that teachers are using different approaches but not incorporating enough activities for each approach, thus the need to improve the choice of strategies or activities for each approach.

#### Further Research

It is recommended that further research should be done specifically on developing teaching and learning materials for Philippine Literature subject demonstrating the use of the approaches and strategies to literature teaching.

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